



# **School Library Association of California**

## **BULLETIN**

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*Cover Cut courtesy of Bess Landfear,  
San Francisco Unified School District.*

#### CALENDAR OF MEETINGS, 1945-1946

- October 6, 1945**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles.
- November 3, 1945**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles.
- November 3, 1945**—12:30 p.m.—Luncheon meeting, Northern Section—College Women's Club, Berkeley.  
Speaker: Mrs. H. C. Mei. Subject: Women of China.  
Reservations by October 27th. \$1.35.
- November 9, 1945**—4 p.m.—Los Angeles City Institute Program (National Book Week)  
Subject: More Books for More Children  
Speaker: Rosemary Livesey, Children's Librarian, Los Angeles Public Library.  
Place: Berendo Junior High School Auditorium, 12th and Catalina, Los Angeles.
- November 30, 1945**—4 p.m.—Los Angeles City Institute Program  
Subject: United Nations.  
Speaker: Ruth Bryan Owen Rohde, Diplomat, Lecturer, Author.  
Place: Central Junior High School Auditorium, 451 North Hill Street, Los Angeles.
- December 1, 1945**—Christmas Institute Session, Southern Section—Friday Morning Club, 940 South Figueroa Street, Los Angeles.  
10:30 a.m.—Morning Session, Vanya Oakes, foreign correspondent, author, and lecturer. Subject: East Can Meet West.  
12:30 p.m.—Luncheon Session—Mildred Bryant Brooks, etcher and decorator. Subject: The Christmas Spirit: Little Ways to Capture It Through Creative Thinking and Decoration.  
Mrs. Vera Walls will exhibit outstanding children's books of the year.
- January 5, 1946**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles.
- February 2, 1946**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles.
- February 16, 1946**—1:00 p.m.—Luncheon meeting, Northern Section—College Women's Club, Berkeley.
- March 2, 1946**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West Fifth Street, Los Angeles.
- April 2, 1946**—7:30 p.m.—Los Angeles County Institute Program (Special Series on Problems of School Administrators)—For Administrators Only.  
Subject: School Library Use, Housing, Facilities and Operation.  
Place: New California Teachers' Association Building, 612 South Figueroa Street, Los Angeles.
- April 6, 1946**—9 a.m.—Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles.
- May 4, 1946**—Annual Meeting, Southern Section.
- May 11, 1946**—10:30 a.m.—General Council Meeting, Northern Section—College Women's Club, Berkeley.  
1:00 p.m.—Luncheon Meeting—College Women's Club, Berkeley.

THE BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA  
IS ISSUED FOUR TIMES DURING THE SCHOOL YEAR BY THE ASSOCIATION

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Send articles and subscriptions to the Editors.

# A Forward Look...



**ELIZABETH PATTON**  
State President

Although we have not convened as a state association since November 1941, due of course to war time restrictions, we can justly be proud of our leaders and of our accomplishments during those war years.

We carried on our professional and war-time responsibilities with the thousands of others on the home front. Individually and in committees our members have made valuable contributions, contributions of which we can professionally be proud. Our Bulletin which has been a means of keeping our scattered groups more united, has had national recognition; our Northern and Southern Section Professional committees concentrated their efforts on the problem of recruitment of school librarians with emphasis on their post-war need.

In spite of all this the Library world has been unpleasantly conscious during these years that ground lost owing to lack of state and regional meetings, the scattering of professional personnel, limited student groups in the library schools as well as many other factors of disintegration would be won back with difficulty, an arduous but a necessary task. We must gain not only what we have lost but also we must go beyond the pre-war professional standards we had already attained.

As a means of implementing this program a degree of expansion in

our state organization would seem necessary. At our State Executive Board meeting in September such a program was discussed. The State Board went on record as approving the Douglas Report—School Libraries for Today and Tomorrow—and will actively promote it through our state Professional and Publicity committees. It is hoped we can place our objectives before school administrators through the medium of professional educational publications as well as through our own Bulletin and through school librarians as speakers on the programs of professional groups.

The State Board also endorsed the "Proposal on need for a Consultant on Children's Literature in the Library of Congress."

These are only a few of the many ways we can march forward professionally. While we are facing the many challenging problems confronting us in this reconstruction period let us not lose sight of our own scattered librarians in the far northern and southern corners of our state. Those who are not in large well organized school library systems but in some cases very much on their own. Last year we had the largest membership in the history of our Association. What per cent of these members were serving on committees? What are we doing to welcome and interest our new members in active participation in committee work? Are we encouraging them to make contributions to our Bulletin? How much more can we do for our newer members?

In the interest of our Association and allied groups let us all work together, ever remembering the strength of any organization does not lie in the work of its officers and committees alone, but in the enthusiasm, interest and active participation of all of its members.

# We Cannot Relax . . . Your New Charter . . .



**DOROTHY MCGEE**  
Northern Section President

We stand by a river and admire the great body of water flowing on and on. Could we but trace it back to its source, we might find only a mere rivulet; but, as it travels along, joined by other streams and

springs, this river gathers volume and force and attains its present majesty.

Thus it is, that every cause, every organization had small beginnings, countless and gradual contributions, and finally took its place in society as a vital, influential and beneficial body. No organization, however, has reached such a status without co-operation and the active interest of its members.

Our bodies are composed of countless living cells, living in the body. However, there could be no body without the cells. In order to achieve an active Library Association, there must be active members comprising the living cells of the body. Every member must do his part, and even more if possible. The next few years will be important ones for every individual and for the country. We cannot relax, because now there is tremendous need of enthusiastic and unfailing cooperation and assistance of every member and officer. It is only through such cooperation and assistance that we can hope to build

(Continued on Page 19)



**WINIFRED ANDREWS**  
Southern Section President

In a world of charters, it would seem timely for us to adopt a charter for school librarians. You may wish to add to the principles set forth below in order to make the charter one to which

you can subscribe for the coming year:

1. To remind ourselves constantly that our first concern is to bring books and young people together. As our knowledge of our book collection increases and as our information concerning the individual boy and girl broadens, the more capable are we of accomplishing our primary objective.

2. To search out ways to simplify library routines, so that all available time may be given to closer personal relationships with students and faculty and a better knowledge of the school curriculum as it relates itself to our book holdings.

3. To see to it that every opportunity is given to interested young people to learn about librarianship as a vocation.

4. To give all possible encouragement to those who have taken over the care of school libraries during the war emergency and to point out the possibilities and advantages of further library training.

5. To foster racial tolerance through book purchases and our personal re-

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# Salute From Our National...

To ask a school librarian to do one extra thing the first week of school would ordinarily prove disastrous to either the librarian or the one who asked. But when your president, Elizabeth Patton, suggested that I greet you, I was delighted.

I wonder if you realize what an inspiration you, in your organization, are to the rest of the school library and the educational world. In my three months as chairman of the American Association of School Librarians I have had two or three hundred letters from people all over the country—willing, eager, enthusiastic people—but isolated. There are three or four in this state, one in that, perhaps half a dozen or so in another who can be depended upon to initiate work and see it through. And more power to those individuals! So far yours is the only **group** of school librarians with which I have had contact. We all know that only in groups can real and lasting strength be found.

I am glad that you have such a strong state group. I am glad that you have "set up a state-wide aggressive promotion program for raising standards for school libraries". The school librarians of the country have done a grand job in publishing their standards: **School Libraries For Today and Tomorrow**. But now we need groups like yours to talk about them and criticize them and above everything else to bring them to the attention of school administrators. When Miss Patton wrote that you would, I felt a much stronger reinforcement than when one chairman accepts the responsibility of one committee!

State and regional groups are important to library development, but national ones are too. I know that many of you belong to the American Library Association and then check

## MIRIAM SNOW

Chairman American Association of  
School Librarians

the card for automatic membership in the Division of Libraries for Children and Young People and the American Association of School Librarians. Those of you who do belong know what our quarterly **Newsletters** and the **Top of the News** bulletins are like. You have received reprints about school libraries from time to time like that famous Mademoiselle article. Bibliographies have come to you and other information about timely, important subjects. Perhaps the rest of you would not only be interested in some of the things we are hoping to accomplish this year but also want to have a share in them.

A pamphlet is going to be published, available to A. A. S. L. members, describing the acquisition, organization, classification, cataloging, circulation and use of audio-visual aids in common usage in both elementary and secondary schools. Our section is helping compile annotated lists of books for young people for the A. L. A. Booklist; we are helping to choose the Newberry and Caldecott awards. The first issue of **International School Library News** is going to be distributed before long. And a list of new magazines—carefully evaluated—will soon be available. A pamphlet called, "Please, Mr. Architect" will contain a statement of principles in school library buildings. A large committee is studying the whole field of school library publications in order to make recommendations. A thesis is even being written on the subject by one of the members. Another group is exploring the problems of, and hoping to make recommendations about, the Professional Training of School Librarians. We are considering Workshops, Clinics, Institutes as well

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# *Editorial Page*

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MARVIN W. CRAGUN

## **NEW OPPORTUNITIES**

The School Librarians Association of California is making history this year. We are entering upon this first post war year with a far-reaching, well-planned program, an energetic slate of state and section officers, and a closely-knit organization representative of all the school libraries of the state. Let us seize the opportunity now to build for an even stronger, more inclusive association.

Our Bulletin is also aiming at a record. For the first time the members have selected two men to head the editorial staff of their quarterly. We believe that such a gesture can be very significant since there has been an effort made in recent years to enlist more men in our profession. Consequently we hope the honor you have bestowed upon us will bring into sharper relief the fact that there are men in the ranks. We cherish the belief there will be more as others discover the possibilities in the fruitful profession of school librarianship.

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## **COOPERATION COUNTS**

The Bulletin is only as good as its contributors make it. Such a statement seems trite, but we repeat it in this first issue. We have good committees in each section, and they are hard at work. But we must have more than the cooperative efforts of two committees. Every member should consider himself a potential contributor to the Bulletin. Our best articles never reach us because they never get written!

In our correspondence with certain members of the association this past summer, we discovered a definite hesitancy which we deplore. It was not the "Let George do it" attitude, not at all; it was a too modest spirit which plainly said, "There are other more talented writers than myself. Get them to contribute."

Risking a charge of heresy, the editors wish to tell each member that it is the short bread-and-butter articles which we want. The articles which describe problems either solved or unsolved, which discuss ideas for recruiting, which give help in some ordinary matter of librarianship, which suggest a new approach to the teacher-librarian problem—these are the articles needed.

This Bulletin is your journal. It is your forum, your exchange of ideas, and your chance to talk "shop." If you help us the articles will prove inspiring to each member of the association.



# The School Library and The Returning Veteran

The picture of a twenty-five year old veteran jack-knifing his legs under an eighth-grade desk, while keeping the room in an uproar with his tales of battle prowess and smut, is compounded of the stuff of teachers' nightmares. Nevertheless, it **can** happen here. The chances are that in the elementary and junior high schools the problem will seldom be acute; but in the senior high schools, the evening schools, and the junior colleges the veteran is going to raise issues that may well demand a re-thinking of educational methods and a re-shaping of curricular patterns. For the next four or five years, at least, he will be in the schools, and it is possible that the schools may never be quite the same again.

Several articles in popular periodicals have called the problem to the attention of the general public. Gladys Denny Schultz, writing in **Better Homes & Gardens** for September 1945, says that, "Educators admit that the success of G. I. methods will influence the education of the future, particularly in the secondary or high schools." A number of technical schools, of which Cass Technical High School in Detroit is the best publicized, have instituted special streamlined and speeded-up courses for the returned soldier. In all of these plans individualized instruction plays an important part. We may look forward confidently to a good deal of experimenting in educational methods in the next few years.

All of this raises very insistently for the school librarian the problem of where she fits into the picture. Are curricular changes going to affect her schedule and the way she does her work? Is she prepared to make plans, or even recommenda-

## KATHERINE G. PEDLEY

Samuel Gompers Trade School  
San Francisco

tions, in connection with a veteran program in her school? Does she know what the administrators in her system want of her? And can she suggest to them some of the things which they ought to want of her? It is certainly the better part of valor for us to consider carefully and in advance the possibilities of service which we may offer and the results to ourselves of what we plan to do.

The legal set-up under which the discharged service man may return to school is complicated, and most librarians will not need to learn more than the general outline. The men may be under the auspices of any one of several governmental agencies, or, in some cases, entirely self-supported. Dr. Edward Redford, Coordinator of adult education in the San Francisco School Department, and formerly Head Counselor at the San Francisco Junior College, has made an important study of what is being done at the latter institution for the G. I. Concerning the various agencies he says:

"In general, a veteran wishing to continue his schooling in this state and desiring some financial assistance will take advantage of the services of the Veterans' Administration, under PL 16 or 346, or the services of either the State Bureau of Vocational Rehabilitation or the California Veterans' Board.

"Under PL 16, for all practical purposes, his education is limited to four calendar years. Under 346, he is limited to one year, plus an additional month for each month in the Service up to a maximum of four calendar years. One point to be em-

phasized here is that the limitations are set in terms of calendar years, and thus, where an institution runs . . . three full semesters per calendar year, the veteran can receive one and a half academic years for each calendar year. Thus, in the four years of G. I. training that he may have he can secure six years of actual schooling."

For the average librarian the problem of the veteran (at least as she expects to meet it) is more or less as follows. Here is a man (or in some cases a woman) who has already lost productive years in the service. There is a time limit on the aid which he is receiving from whatever agency has accepted his case. He is older, and therefore it is presumed that he is wiser and more capable of making speedy progress than when he was younger. His interest in what he is undertaking is apt to be greater than that of a younger student, with a corresponding rise in efficiency. In other words, the G. I. is in a hurry.

It would be a mistake, however, to expect all veterans to conform to this pattern. Their reasons for returning to school vary from the sublime to the ridiculous, and their emotions and psychology have been conditioned in different ways by army life. Some of them are going to want to take their adjustment period slowly, and loaf while they get used to the feel of normal civilian life again. Others will find it difficult to make up their minds about the subjects they want to study, and will start courses hopefully, only to drop them a few days or weeks later. Some will drift from school to school, unable to settle down to a definite task. Unless we are prepared for these cases we are likely to find our faith in the G. I. and the whole program for his reeducation sadly weakened.

Furthermore, experiments in the testing program at the San Francisco Junior College have brought out sig-

nificant differences in the time needed for tests by the returning veteran when he first returns to school as compared with his own record before going into the army, and again after several weeks of being back in school. The conclusion reached is that the veteran is apt to work at a retarded rate when he first returns to school. Dr. Redford says:

"We have speculated as to the reasons for this and have come to the conclusion that possibly the fact that the veteran has had much of his thinking done for him while he was in the Service and also the fact that he has had it dinned into him throughout his training that he should go slowly and be sure he is right before he does anything are the reasons for his need of more time."

It would appear, therefore, that it is not possible to generalize about the speed with which the veteran will be able to assimilate his schooling, and that the same individual may vary greatly in this regard during the time that he is in school.

Much easier to foresee are the difficulties that will confront the teacher who, for the first time, finds adult veterans and high school youngsters in the same classroom. It will not be possible to treat these men as children, and demand the same rigid controls of attendance and behavior that have been developed for the high school, any more than it will be possible to give the younger pupils the latitude that should rightly be accorded the veteran. Teachers and counselors (and librarians) are going to have to think seriously about the problems involved in cigarettes and school dances and dates for high school girls.

Along with the problems that arise out of the greater age of the veteran are those concerned with his greater maturity and experience. These arise whenever older and younger students are in classes together, as anyone remembering his first col-

age summer session will understand. They will be particularly noticeable in the man who has had the experience of army life behind him. His interests are not in childish things. The games and debates and class discussions of high school students will seem infantile after the bull sessions in the barracks. The examples in the English textbooks have been drawn from experiences of boy and girl life that will seem as far away as the kindergarten pap of the first reader. Social problems, hygiene, politics, religion, the uses and abuses of censorship, all mean different things to the GI from what they do to the teen-ager. Any educators planning to take the returning veteran into their schools must be aware of these problems and ready to meet them.

The library comes directly into this picture in a number of ways. Perhaps the first and simplest one is its physical set-up. It is the obvious place to send the fellow who is working "on his own." He needs a place—not a classroom—where he will have space and quiet to concentrate on his work, and an attendant who is unobtrusive when not needed, but able to answer his questions as they arise. For many years school librarians have been campaigning for recognition of the library as the "laboratory of the school." Today we are in danger of being taken at our word, and having our efforts crowned with a sudden and unexpected success. Are we ready for it? Have we thought out, together with our principals, the problems connected with this type of serious, individualized study in a room which has too often become a study hall, with the attendance and discipline problems that seem to be inevitable in such a set-up? Have we considered the possibilities of setting aside separate space for these adult readers? And are we so planning that we shall have the time to give them the as-

sistance which they need and deserve?

But the library is more than so many cubic feet of space in the school building. If ever the slogan "the right book in the hands of the right reader" had a vital meaning it will be for the returned veteran in the average high school. It is extremely doubtful that most schools are going to find themselves equipped with just the right reading matter for the returned soldier. The junior colleges are prepared for the man who has graduated from high school, but they are finding that for those whose education stopped with the eighth or ninth grade, most of their books are too difficult. The lower schools, on the other hand, will find that the interest level of many of their books is too childish and immature. The problem is akin to that which adult schools—and particularly the evening schools—have been working on for years. A librarian will probably receive much assistance in this field by turning to the faculty of the nearest evening high school for advice. And the night schools, in return will probably receive much benefit by working with the librarian. Many of the veterans are going to complete their high school courses in the evening schools and save their GI allowances for the college years. Yet these adult schools, in far too many instances, have no library service, or make better use of the public library than of the day school library in their own building.

The public library should be a tower of refuge in this connection. Adult self-education has been its speciality since the beginning of the library movement, and the average small city library may be better stocked than the school with the type of books on the reading level of the adult who had not graduated from high school at eighteen. Careful planning on the part of the two institutions may result in making the

resources of each accessible to the other, and of easing budget burdens for both.

In connection with the budget, it should be remembered that the "veteran problem," in its acute stage, will be with us for only a few years. Thereafter, even if the GI bill of rights is applied to all those who receive compulsory military training in the future, the number of returning trainees desirous of completing their high school education will be a small and steady number. Present policies suggest that boys will be deferred to graduate except in cases where they are unable to accomplish this before reaching age twenty. This makes an additional and cogent reason for using the resources of the public library as far as possible.

A familiar bogey rears its ugly head at this point. No librarian wants to admit that she is bound by censorship restrictions, but the fact remains that book selection for high school libraries passes over certain books which are likely to arouse unpleasant controversy. Before the problem arises it is well to know whether books are to be limited to those suitable for adolescents, and if not, whether segregated shelves are to be established. GI Joe may return with a different set of ideas about Russia, for instance, than those of the local Chamber of Commerce or certain religious groups. Do we know what we intend to do about these problems?

The final point that needs to be considered is the librarian as a person. In addition to all the requirements for library certification she has had educational training and holds a teaching credential. She has specialized knowledge in reading guidance and study techniques. Her training has been for individualized rather than for group instruction. She should have a special contribution to make as a teacher who does not work in a classroom. In many

cases the students who are working faster or slower than class groups can do their work directly under her, particularly in English and the social studies. She can be the partner of every other faculty member, so that the task becomes one not of individual teacher loads but of team work.

In her special status she is the person who can be the least bound by red tape. She need not defer her assistance, as other instructors must, until after a bell rings and a group has departed. She is not bound by rigid study outline, with so much material to be covered in forty-five minutes. And she is free to listen. Perhaps, to the returning veteran, trying, in a difficult situation, to reorient himself or make a new start in spite of handicaps, her freedom to listen is her greatest asset. To talk to him as one adult to another, instead of as teacher to pupil; to show him that librarians as a professional group have something to offer the average citizen in and out of school; to give him the impetus that will make him transfer from the school to the public library for a lifetime of adult education—these are the most important gifts she has to offer. And the offer will be accepted. In fact, once the gates are down the talk is likely to grow into a torrent, and the problem become one of damming the flood. Tact, patience, wisdom, and a great deal of sympathy are going to be asked for in dealing with these men. But when have these not been the qualities most needed in librarians?

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"A minor bank executive whom we recently encountered in a Pullman car let us in on one of the deepest secrets of the trade. Of all a bank's customers, he told us, librarians as a class give the most trouble, and any sensible bank would rather deal with six forgers than one librarian. As you might imagine, every time a librarian gets absent-minded she post-dates a check two weeks."—From "The Talk of the Town" pp. 11-12, *The New Yorker*, August 4, 1945.



Miss Hope Potter, newly elected honorary life member, Southern Section. Article to follow.

## Tribute To Hope Potter

To know Hope Potter is, among other things to understand and appreciate genuine professional zeal. Her continued enthusiasm for doing a job well is evidenced now by her retiring from South Pasadena - San Marino High School Library, to have more time for her newest work. Her current occupation is creating a new pattern of life and enjoying a charming home in Redland's scenic foothills.

As she will on occasion, look back on her record, she will have good reason to be proud of it.

Miss Potter was graduated from Pomona College, then went back to Simmons for Library School. Upon her return to California in 1913, she was elected Redland's first librarian. This post she filled until she organized the South Pasadena-San Marino High School Library in 1924. There she stayed until last June, at which time she elected to resign.

During the score of years spent at

### KATHERINE F. GIBSON

Luther Burbank Junior High School  
Los Angeles

South Pasadena, Miss Potter contributed constantly to the professional expansion of the school librarians' position. Because of her generosity, we all have benefited.

In the summer of 1915 there were eight librarians who organized the School Library Association of California. Later that year there were thirty more kindred spirits who joined them. Miss Potter was one of the latter group. She joined in time to attend the first meeting of the Southern Section that was held in San Diego.

Certification for school librarians was one of the early causes Miss Potter espoused. In fact she was one of the first librarians to be certificated.

Twice she served the Southern Section as President, first in 1926-27,

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# Effective Bulletin Boards

In all fields of business the smart business man marks it a practice to "ballyhoo" his wares and advertise them to the world. Librarians have a similar responsibility in advertising to encourage our young people to read good books. Not only do we want them to read good books, but we want to encourage them to read in other fields than those that are so popular. They should realize that there are interesting and exciting books outside the fiction shelves. We can direct students to other subjects with our attractive "advertisements," the bulletin board and the poster.

I should like to pass on to other librarians practical suggestions which I have learned from experience for making the bulletin board, how to store it, what materials to use, and how to cut letters simply without patterns. The ideas are the result of experience I have had in this work during the last six years. It has been like a game of "paper doll cut-outs" to me.

I have found that the regular colored construction paper of 12 inch by 18 inch is the most satisfactory size with which to work. It is best to have no one piece of your bulletin board larger than this size, so that it can be put away for future use without folding. If part of your design is large, use two pieces of paper this size without pasting them together. Folding the paper makes the bulletin board untidy and gives it that "used look" when you need it again.

Not all of us are artists who can cut out boards freehand, but we can use other methods that bring excellent results though they are a bit more tedious. One method of getting a satisfactory pattern is to take your small picture and draw one inch squares over it. Then take a large sheet of screening and draw

## DOLORES DILLON

Lincoln Junior High School  
Sacramento

larger squares over it. If you wish your finished board ten times the size of the original, draw ten inch squares. This is a type of enlargement with which we are all familiar. The pattern is then cut into pieces before applying it to the colored paper. This works very well, and even the least artistic of us can be proud of the finished product. Quite often it makes a better bulletin board to outline the pieces in black and white. Poster paints are ideal for this purpose.

When putting a bulletin board in its place of display, use only common pins. They are neat and do not make ugly blotches on an otherwise artistic board. Do not be afraid to use too many pins, for all the edges of your work must be securely fastened.

A bulletin board is not complete without a neat, good-looking label or legend. Letter cutting was always a chore for me, and I found using patterns or having children cut them out was not satisfactory. Do not waste your scraps of colored paper but cut them into one, two, three and four inch squares and place these in a box for future use. From these standard sized squares you can cut letters freehand, folding the paper lightly to facilitate cutting. The explanation is more complicated than the action. After experimenting you will find how easy and fast this type of lettering is. If two letters are cut at the same time from contrasting colors, interesting shadow effects can be made.

After the board has been on display for at least two weeks, it is time to change it. It would be wasteful to discard it after all the work and enjoyment that has been derived from



it. I have found it expedient to make large envelopes out of two pieces of neutral-colored 12 in. by 18 in. construction paper. Glue these pieces together on three sides with "butcher tape," using the 2 in. width. These make good, serviceable envelopes. In the upper right corner print the subject of the bulletin board and paste your small picture or pattern in the lower left corner with its title. File these alphabetically in large cardboard or in a large drawer. It is surprising how these bulletin boards collect and multiply. You can loan them to teachers or wait for a year before you use them again.

To get some of our librarians started on this project it would be well to list a few of the ideas I have carried out successfully and the type of books they "sold."

**South America:** A saucy little donkey pulling a cart of carrots, peppers, and South American book jackets. The donkey is a light tan, the cart bright yellow, the carrots orange, and the peppers a bright green. The legend is "Come with me to South America." The letters are yellow, shadowed with bright green.

**China:** A Chinese boy carrying two large baskets over his shoulders filled with book jackets on China. The boy is in yellow trousers, blue jacket and red hat; the baskets are yellow, suspended by red chains from a red pole. The legend: "Know China—Our Ally."

**Fairy Tales:** Cinderella running from the castle toward the carriage and horses.

**Sea Stories:** A sailboat of bright red, white and blue on a clear blue sea, with a bright colored buoy in the foreground. The legend: "Let's go sailing."

**Cooking:** Two giraffes sitting at a table eating spaghetti. Colors are bright autumn tones. The label: "Make food go farther." The necks of the animals are exceedingly long so the point of the picture will not be missed.

Be sure to accompany all bulletin boards with a typewritten list of your books on that subject, pasting the list on colored paper. When the students see these lists they read the books and others they find in the card catalog. You will be surprised how books in formerly unused sections of the library will be read and enjoyed. This is your reward for all your work.

Watch your sources carefully and clip out future poster ideas. File these in an envelope labeled 'Ideas.' Scan your publishers' catalogs; quite often they have small cuts from books that are very usable. Books also have pictures that are easy to use, particularly at the beginning and end of chapters. Dime stores often have a good supply of cheap booklets that have good material.

Christmas, Easter, birthday and other greeting cards have themes that can be used. Newspapers and magazines offer illustrations and cartoons in the advertising sections that work up well. Novelty paper napkins and gift wrapping papers contain good ideas.

In this type of work the really big problem is—where can I find the time? Librarians are already overworked but the time always is found to do the necessary things. I believe that there cannot be anything more important or necessary in our work than getting the materials we have to the young people we serve. You will enjoy the work when you have had one satisfying success. You might have some good student help that would make the work lighter. If you are a person who likes to do some of your work at home, this might be the place to start on your bulletin boards. Let me assure you that it is a grand and thrilling part of your library work. It is a challenge, and life is all too free of really good challenges today.

Try it today! Good luck and good advertising!



# A Novice's Postscript

When I first saw Miss Dillon expertly cutting pieces of paper free-hand with nothing but a small picture in front of her as guide, I was in despair, for I have never been able to draw even the stem of a flower without making it look like a crowbar. But now there is nothing I enjoy more than turning out cut-paper posters. All you need is the courage to begin.

I do not draw squares, as Miss Dillon suggests, but measure the major pieces of the original illustrations, multiply these dimensions to get the size desired, and then draw lines on my big sheet of paper to show the approximate size of each part. With this much done, believe it or not, you can draw; and with practice you will have to do less and less measuring. Start with something simple, with big lines and little detail. My first poster was a red cart with a single yellow circle for a wheel and pulled by a stylized donkey made amusing by long, floppy ears and a white bang, tail, and eyelashes constructed of white paper slashed and curled over a pencil. The cart held a miscellaneous collection of jackets from new books.

Try using materials other than paper, too. For books about girls I cut three identical faces of paper, applied black semi-circles for eyebrows and a red O for a mouth (using undiluted library paste) and then made three wigs of yellow, red-brown, and black yarn. I tied lengths of yarn loosely in the middle to make the center part in the hair, draped it in a dip on either side, and braided it into two pigtailed tied with gay ribbons. Pinned diagonally on green poster paper finished off with a brown triangle in two opposite corners, this made an attractive poster easily done.

For Christmas I used yarn, flannel,

## MILDRED A. HANKIN

Mission Hill Junior High School  
Santa Cruz

felt, ribbons, and buttons to make a pajama-clad child sewing on a Santa Claus doll, the caption reading "Make Your Christmas Gifts." The idea came from a Christmas cover of the **Christian Science Monitor** magazine section. If you have the Burton Holmes book on China by Tietjens you will find a boy on the cover that will make a fine pattern to carry out Miss Dillon's idea.

Perhaps the best example of this kind of cut-out work is to be found in the felt applique designs on boxes of stationery now popular; many of them are worth copying.

### The Librarian-Teacher in the Small School Library

(Ed. note. We have heard a lot about the many instances in which librarians have shouldered teaching jobs in addition to their own work. There are also many cases in which teachers have suddenly had to assume charge of the school's library without previous training. We know that emergency credentials can be seen on all sides of us. But in this fall edition we wish to pass on for comment some questions about the librarian-teacher who has had some training in each field and who has had to function for many years as librarian as well as teacher because the school was small or the library inadequate.)

Should our schools of librarianship train this hybrid type?

If so, what basic courses should be given to more adequately fit them for this work?

How can our association work to protect such individuals from a grossly overloaded schedule?

Is the librarian-teacher accepted on the same level as the teachers or the librarians or is this individual forgotten by both groups?

What should determine the amount of work requiring a full-time librarian?

# It's Just Another Library Service

I have been grateful to Rene' d' Harnoncourt for a comment he made several years ago. "If an exhibit arouses curiosity," he said, "and makes the visitor to the exhibit want to know more, it has accomplished its purpose." Mr. d' Harnoncourt commented that he did not believe librarians as a group appreciated the value of the exhibit as a means of publicity. "It is not necessary to have your display made up chiefly of books. Often other devices bring the library into use quite as well."

The amount of exhibit work a librarian attempts depends, of course, on precedent and on her special situation. When I came to the building in which I am now located, I was astonished to discover that each member of the faculty had an extra curricular occupation. Opposite my name appeared the dismaying word—DISPLAYS. I looked for the Art teacher to discover what her extra assignment was. There was no art teacher. I could not exchange jobs with her.

My first test came on Susan B. Anthony's birthday.

That first year, my principal, unable to unearth an assembly speaker for the occasion, pointed his finger at me. A note in my mailbox read, "Please arrange an exhibit for one of the hall display cases. Center it around February 15th and Susan B. Anthony." I have been responsible for Susan ever since! That first time, by ingenuity and invention, I portrayed the trial scene—Susan Brownell Anthony vs. The United States. Joseph Cottler does not know how he rescued me. His illustration in **Champions of Democracy** saved the day. Many people came to the desk to ask, "Just how did she violate a law of the United States?"

I have many times proved Mr. d' Harnoncourt's curiosity contention.

## AVIS M. PAXTON

John Dewey High School  
Long Beach

In those first days I had no clerical help. I had no training as an artist and none as a window trimmer. Necessity developed an adroitness which adequate resources and assistance never would have called forth. Exhibit work does not prosper because of native ability. It is an acquired talent, not a special gift. Facility, a certain resilience, does come with practice.

Have you borrowed from the Los Angeles Museum those wonderful colored plates on Fish? There are many on the species which inhabit California waters. It is best to divide the collection into two parts; one window on the fish that inhabit the Pacific Ocean and the other display on those species found in California lakes, rivers and mountain streams. Crowds will gather around these exhibits. There will be many an exchange of fish yarns. There will be arguments, too. The library will have matters to settle for the fish enthusiasts. To add another dimension to the display, tie in, sometimes, fishing equipment—home-made trout flies, perhaps, or casting rods which their owners have wrapped. To someone who does not fish, wrappings are just linen thread in various colors and a bottle of shellac. To a fisherman, a rod which he has wrapped, is a personal achievement. Skill, affection, his own individuality have gone into the job. Never look at a casting rod with a cold eye!

A "Why Don't You Write A Letter" exhibit offers numerous possibilities. Make a colorful poster as a center of interest—a mail box, perhaps, with a letter projecting from it. For one such display, I offered a few pointers on the etiquette of social correspondence. Lest those

who looked might mis-interpret the purpose of the display, lest they think that I was recommending such card purchases, I labelled the samples—"This Is The Wrong Way To Do It." Beneath each card there was some comment. One of the notations suggested that if the boy or girl bought the card because he could not express himself well he might ask the librarian or one of his teachers to help with the writing of a note.

Not long after the exhibit went into the display case, a boy approached me with a card which he had just purchased. "What's the matter with that?" He held out the card to me.

On the front cover I read that the card was — "A Belated Birthday Greeting." The inside of the folder showed a distressed middle-aged gentleman. He had grown bald. His derby did not fit well. He was still in possession of a flowing beard, however. His whiskers literally floated in the breeze. They were yellow—yellow chicken feathers. The manufacturer had skillfully inserted them beneath the chin. The old fellow's communication to the recipient of the card read as follows:

Don't expect any barefaced lies. The fact is I plain, plum forgot to say "Many Happy Returns!"

In November, 1944, a Thanksgiving dinner table seemed an appropriate exhibit. People were short on ration points but certainly the holiday was one which we could make festive with warmth and color.

Wood Shop constructed the horses upon which our plywood table rested. The Home Economics Department furnished an ecru dinner cloth, napkins, silverware. From home, inconvenient as it was to do so, I brought my best English china and irreplaceable glassware. The centre table decoration consisted of vegetables laid on bronze and gold discs—wonderful leeks, red cabbage,

yams, red and green peppers, white onions.

The dining table was so placed in the exhibit case that it was apparent only half the table was within view. Eight guests were to be present, one guessed, though there was evident only service for four people.

We papered the walls of the display window with a satin-striped wallpaper. We used care to give a three dimensional look to the room. We accomplished our wish. The observer did feel that he was looking into an actual home. Now the Thanksgiving exhibit was finished. Probably the men students in our building, and the boys, wouldn't care much for the display. Without food on the table, they might not care for the exhibit.

Would you like to hear how the Thanksgiving exhibit was actually received? My first surprise came from two young ladies. They hastened into the library. "Why, there aren't any wine glasses on the table! What is Thanksgiving dinner without a cocktail?"

Soon comments were forthcoming from the men. A hotel caterer had been in the building and had seen the display. He telephoned. "The idea of your exhibit is very, very nice. However, two of your knife blades are turned in the wrong direction." I thanked him and hung up. How had the caterer known that the library had arranged the display?

I turned from the telephone. A Culinary Arts baker stood by the charging desk. "Sure like the Thanksgiving table," he said. "Just thought I'd run up here and tell you something. One of the ecru napkins is folded incorrectly. The fold goes next to the plate. You have the edges turned in the wrong direction."

In this building, particularly, I had not thought that it would be upon the correctness of the table setting

(Continued on Page 19)

## We Cannot Relax . . .

(Continued from Page 6)

for bigger and better things.

One of the finest things that ever happened in this world was when man first learned to play a game. But the greater thing was when "team work" originated, for it was then that man ceased to think of himself as an individual and became part of a group. It is this team work that makes progress and achievement and a closeknit organization possible.

No man lives to himself alone. As we are either consciously or often unconsciously influenced by others, so in a like manner others are influenced by us. Librarians can influence one another by constant effort to better themselves, by constructive thinking and criticism, by conveying ideas, especially personal experiences of daily work and difficulties surmounted in their daily tasks. Knowledge is power. Let us share that knowledge so that every librarian can be filled with sound principles and aware of current facts. The BULLETIN can be of the greatest value in keeping the membership informed. Each one of us should endeavor to contribute in some way to this "spokesman" of our organization. Let us also endeavor to support each chairman of the various committees, who is acting for all the members in promoting and advancing our profession.

A body must grow. That is the law of life. New cells must be added. Thus in our organization new members are always welcome. Every librarian should make it his or her duty to see that every librarian in their particular district is a member of the organization. Let each one of us work to have every school librarian share in the advantages offered by being listed in our membership.

To the officers and all the mem-

## Tribute To Hope Potter

(Continued from Page 13)

and again in 1941-42. The committees on which she served as chairman are numerous, but the outstanding one was the state chairmanship of the Survey Committee in 1937-38. That survey, which was made of the libraries of California's schools was promoted by the school librarians and brought to completion with the help of the State Department of Education. It was a tremendous task and it was largely Miss Potter's determination to see it finished, that finally got it on and off the presses. So much for history. May her future be as fruitful as her past.

As her parting, and what she calls her last, reference question, she offers the name of her beautiful home, "Reroboth". You are to find the meaning of it!

Lest she be tempted to drift too far afield in this, her new freedom, Southern Section has just voted her an honorary life membership in our Association. We would like to feel that the bonds of friendship that have been so closely woven with those of great professional interest, can thus be protected and preserved.

## IT'S JUST ANOTHER LIBRARY SERVICE

(Continued from Page 18)

that the most attention would centre. The color and festiveness of the day appealed to me. The social errors were obvious to the public. I had not noticed them. I appealed to Emily Post for assistance. Who shall say whether I was more chagrined than I was amused or vice versa?

bers of the Southern Section we extend our greetings, and sincerely hope for the successful outcome of all their plans for the year.

DOROTHY McGEE, President  
Northern Section

# Type Speaks...

---

On the wall in my office hangs a framed broadside, written and beautifully printed by the world's greatest living type-designer, Frederic W. Goudy. There, as a constant reminder, Type speaks, saying "I am the Voice of Today, the Herald of Tomorrow . . . . . I am the leaden army that conquers the world". This "leaden army" took wings at Scripps College in 1941, when a group of circumstances provided the answer to that question so often asked us: "How does Scripps, a woman's college, happen to have its own printing press?"

In 1941 when the dedication for the press was held in the library Barbara Chapin, one of that first group of printers and now Production Manager of Holiday House, was given that very question to speak on. May I quote from her answer: "First, there is this library, with its quiet sense of friendliness and the feeling of deep companionship with books and with people. There is the Gutenberg stained glass window, and in the literature room the windows with their printers' marks in stained glass. There are books of beauty laid on the desk and open in the cases; and the treasure room in which we may browse and from which professors bring to class rare volumes . . . . Then in the class room we find instruction so inspiring and important that it goes with us into every hour of our life . . . and becomes a part of the midnight discussion hour. One night, before a fire, one group decided that the things they were privileged to hear should reach farther and should be accessible to all who desired such contact . . . . A printing press! In the atmosphere of this campus where people are neither ashamed nor afraid of ideas, one group can easily discover within another similar visions,

## DOROTHY DRAKE

Scripps College, Claremont

or can transmit to their friends a quickened dream."

Yes, transmitting quickened dreams may be the best explanation of the beginnings of many important things. On that same dedicatory occasion Dr. Jaqua then president of Scripps, spoke of another such transmission: "The idea of this library came into the mind of a young girl when she was sent to France by her father and became so enamored of Chartres glass that she decided to build something someday of Chartres glass. Sixty years later she built this library around this Gutenberg window." And on this same day, Dr. Dunn, chairman of the library committee, speaking of "the legitimate satisfaction that comes from creative expression" challenged us all with the question "Who knows what works of design and execution in the printing arts may be produced by students of this college who will thus add lustre and transcendence to the material vesture of man's greatest gift, illustrious and transcendent thought?"

Spontaneous, inspired, unplanned beginnings are always difficult to explain. When Frederic Goudy is asked "How do you design a type?" he says, "It's very simple, just get an idea and draw around it." Did the idea of printing at Scripps begin with the rational realization that our Ellen Browning Scripps was of the famous newspaper family? No. Or that Hartley Burr Alexander, the beloved professor for whom the press is named had begun his career as a printer's devil? No . . . . There is no such clear-cut answer. It is all involved with the kind of young women at Scripps; with their tasks and enthusiasm; with the beauty of the

library and the efficacy of its book collection; with the many good friends of the library and the college. All of this seemed to focus particularly in the senior class of 1941. There was always a ready response to the library's exhibits of Fine Printing. Most of them had built up admirable personal libraries, spurred on by the annual M. S. Slocum Award of fifty dollars. Then came Mr. Goudy's visit to the campus. It wasn't his first visit, for each of two previous winters had found him at Scripps (later he admitted to us that after his first visit he had made preliminary sketches for a type letter S). But when he came in 1941 that bunch of seniors was ripe for ideas. They came to me in the library one morning, all excited: "We had a talk-fest in my room last night," said Patricia, "all about books and fine printing, and some one said 'I wish we had a press at Scripps!' One thing lead to another with the result that we want our class gift to be a printing press!" Then came practical questions, e. g. How much will it cost? Where can we find one? etc. The fire behind their zeal came with the inspiration to make their gift a Memorial to Dr. Alexander, the great professor of Scripps who died in 1939 and this class was the last to have studied under him. From this much of a beginning came the added desire to have our own type face, and to have it designed by the world's best type - designer, Frederic W. Goudy. Patricia managed to excite her grandmother with the idea, and Mrs. Catherine Coffin Phillips, already benefactress extraordinary to our library, authorized us to commission Mr. Goudy to begin designing our type. Well, Mr. Goudy did design our type, came out from New York for the presentation and to run off the first proofs.

The class did raise the money for a hand press. But in the meantime, Mr. Ward Ritchie had become interested in us, and ultimately presented to us his own Washington hand-press on which he had done the first two years of his own printing. Thus the class money was released for other necessary expenditures for the press.

That first academic year, 1941-42, printing at Scripps was just an extracurricular course with a student instructor (Miss Mary Treanor, a Scripps graduate who had taken some printing from Mr. Ritchie that summer). The next year Ward Ritchie himself came out one Sunday a month to give instruction. This year instruction in printing is included in the curriculum budget, is listed in the college catalog as a 2-unit course, meeting every Saturday with Mr. Ritchie as instructor. We have had a three-fold purpose in introducing our young women to the fine art of printing: to teach a useful and satisfying craft; to teach appreciation of fine book making; to lead gifted young women into the professional world of printing and publishing. Since the beginning in 1941-42, some 25 young women have stained their fingers with printer's ink. One established a shop of her own and under the imprint of the Greenhorn Press (with apologies to Grabhorn!) Mary Treanor printed books that have become collectors' items. Another, one of the original group of printers, Miss Barbara Chapin, is now in New York where she is production manager for Holiday House. One of last year's seniors, one of the printers, spent hours down in our Perkins room, absorbing the beauties of the fine printing and the beautiful bindings. The following verse, which she wrote and set up on the press is her creative expression of the ideas become reality,



the ever-present inspiration and challenge of printing at Scripps:

#### BINDING OF BOOKS

Guard well the past,—our future glory!

Morocco, oak, and tortoise-shell  
By strength and beauty you repel  
The vandal—Time; and you encase  
Between strong gates the rarest grace

Bestowed on men—brave thoughts:  
they dwell

In peace within your burnished cell.

O gold-tooled, leathern sentinel,  
Guard well the past, — our future glory.

With patterned loveliness you quell  
The tempest mind, and gently tell  
Of inner songs that soft embrace  
The deeds, the goals of all our race  
All things wherein we did excel.

Guard well the past, — our future glory!

#### PERSONALS . . .

The Chico school librarians distributed themselves during the summer amongst scholarly pursuits and agricultural activities. Valentina Nielsen, of Chico High School, after ten days of fishing and hiking in Lassen Park, sold peaches for 5 weeks at a wayside stand on the Clark-Elston Ranch at Vina. She also took a turn at bookkeeping for the ranch. Alice Anderson of Chico State College, rusticated on a mountain pear ranch out of Placerville. She picked no pears, but did rustle food for the pear pickers. Two from the college staff, Kathryn Hornibrook and Winifred Linquist, devoted themselves to graduate study at University of California, while Elizabeth Lewman, also of the college staff, sided with the majority and worked with her husband on her new ranch home at Paradise.

Helen F. Estill, librarian of John Muir Junior High School in Los Angeles, is now devoting several hours a week to our servicemen at the Veterans' Westwood Hospital as a Red Cross "Grey Lady" after finishing the Red Cross training course for this type of work.

#### Salute From Our Nation

(Continued from Page 7)

as graduate and undergraduate training. Recruitment is particularly important at this time and a committee is acting as a clearing house and service bureau for all kinds of information on the subject. Surveys are being made of how school libraries are helping returning veterans and what they are doing in the adult education field in general. The work of the Statistics committee, we hope, will result in the adoption of more uniform blanks for reporting school statistics. These are just the highlights.

Everyday and every mail makes me more convinced that there is not only real value in what we are attempting to do but also a tremendous interest. You can be proud that you are a school librarian, that there is so much willingness among your cohorts to "up and do", and that there is ample opportunity to make your individual contribution. I am.

Honoring Miss Helen E. Haines for her unstinting service to librarians and librarianship through her long career as teacher, lecturer, and reviewer, the University of Southern California at its June 1945 convocation, conferred upon her the honorary degree of Master of Arts. Although never a practicing librarian, Miss Haines has exerted a significant influence upon the profession through her classes in Library Science at Columbia University, the University of California, and the University of Southern California, as well as through her connection with Publishers' Weekly and as Managing Editor of the Library Journal in their earlier days when the library profession and library service in the United States were undergoing rapid development.

The book that he has made renders its author this service in return, that so long as the book survives, its author remains immortal and cannot die.—Richard de Bury.

Books, like proverbs, receive their chief value from the stamp and esteem of ages through which they have passed.—Sir William Temple.





VANYA OAKES © BACHRACH

## Southern Librarians to Hear Noted Journalist

The Southern Section of the S. L. A. C. is looking forward to an unusually good Christmas meeting on Dec. 1.

Vanya Oakes, famous woman journalist, who long ago was called a Cassandra because she forecast in her dispatches today's tragic course of events will speak on Saturday, December 1, 1945 at the Friday Morning Club in Los Angeles at the section's 10:30 a.m. meeting. Her subject will be: East can meet West.

Miss Oakes recently completed a 50,000 mile trek through the Orient and on into Russia. Her trip took in Malaya, the Dutch East Indies, Tibet, Burma, Thailand, China and the fabled northwest route to Moscow, and back again to Chungking, Hong Kong, Singapore and the Philippines.

This prominent woman journalist arrived on the West Coast just after Pearl Harbor after having spent ten years in the Orient reporting the Far East for millions of readers through the United Press, The North American Newspaper Alliance and

the Christian Science Monitor.

Vanya Oakes was in Shanghai when the war began, and she traveled with the Chinese government on its trek into the interior. She journeyed up the Burma Road when it was first opened and recently made survey flights over India from China.

Miss Oakes, who as a young graduate of the University of California, in the spring of 1932, set out to see the Orient, and lived and traveled in nearly every corner of the Far East for ten years will give an up-to-the-minute discussion of the situation in the Pacific for the librarians.

A luncheon at 12:30 will be followed by a talk by the talented artist Mildred Bryant Brooks on "Christmas Art."

Two institute credits are being allowed by both the Los Angeles **City and County** schools for attendance at these two sessions.

### YOUR NEW CHARTER . . .

(Continued from Page 6)

relationships, so that living in a "world of faith and understanding" may have actual meaning for our students.

6. To watch during these initial peace years for opportunities to help restore book collections destroyed in occupied countries.

7. To develop a versatility of interests and enthusiasms which will broaden our horizons as individuals.

8. To give active support to our School Library Association through committee work in the Sections and in the State Association, realizing that only as each member is willing to assume responsibility will we achieve high professional standards and strength to support state and nation wide library projects.

Will you ratify this charter as one of your own making and help us make 1945-46 a vital period in the life of our School Library Association of California?

## Committee Reports

### A.L.A. Development Committee

The A.L.A. Development Fund Committee, under the direction of Mr. Carl Vitz, has continued its drive throughout October. A new question and answer guide has been issued to help in the appeal. The appointment of Mr. Paul Howard as our Washington representative should give librarians confidence in the kind of representation we shall have. California is still very far from fulfilling her quota. Staff associations and individuals are urged again to contribute.

### The State Professional Committee

The committee, made up of the state chairman and the two sectional chairmen, have agreed that the chief effort of the year go to the dissemination, among school principals and other administrators, of the nationally accepted standards of service, personnel, equipment, and housing, as set forth in the Douglas report on school libraries.

The losses of the war years, both in personnel and in working conditions, make it imperative that we use every means to place accepted standards before school men. Every member of the S.L.A.C. can help by bringing the standards recommended in the Douglas report to the attention of his or her principal.

Remember this title: Douglas, Mary Peacock and others. School libraries for today and tomorrow: Functions and standards. American Library Association, 1945. \$1.00.

### BOOKS FOR THE PHILIPPINES

At their meeting in September the Board of Directors endorsed as a state-wide project, the collection of books to be donated to the devastated libraries in the Philippines. Library books, including reference books, suitable for use of elementary and secondary pupils are needed. Keep this in mind and reserve duplicate and other copies you may be able to give to this worthy cause. Your committee will send out further instructions.

## Personals

Joyce Ferguson is the new Librarian of the Redlands Junior High School Library succeeding Mrs. George Ide, formerly Laura Margaret Mellette. Miss Ferguson is a graduate of the University of Washington Library School and has been assistant librarian in the junior high school at Point Orchard, Washington.

Miss Jean Lyman, former Librarian of Memorial Junior High School in San Diego, has transferred to the Point Loma High School, where she replaces Mrs. Frances Neill, who retired in June.

For the summer term this year Miss Haines was again a member of the faculty at Columbia University's School of Library Service, but she is returning to the University of Southern California this fall.

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1945-46

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